

Health Physics Enrollments and Degrees Survey, 2005 Data

Number 59

Oak Ridge Institute for Science and Education

2006

SURVEY UNIVERSE

The survey includes degrees granted between September 1, 2004 and August 31, 2005. Enrollment information refers to the fall term 2005. Thirty-one academic programs were included in the survey universe with 30 of the 31 responding. The report includes data by degree level including citizenship, gender, and race/ethnicity plus enrollments of junior and senior undergraduate students and graduate students.

DEGREE DATA

Bachelor's Degrees. The number of B.S. degrees granted in 2005 by health physics, medical health physics, and other health physics option programs increased by over 40% from 2004, and is the highest number of B.S. degrees reported since 1996. (See Table 1.) Health physics programs accounted for 94% of all B.S. degrees. (See Table 2.)

Graduate Degrees. In 2005 compared to 2004, the number of master's degrees granted increased by 20%, and the number of doctorate degrees granted remained constant. (See Table 1.) The number of master's degrees granted was the largest since 2000. The number of doctorate degrees remained at the lowest level reported since the survey began in the mid 1970s. Health physics programs accounted for 65% of the master's degrees and 71% of the doctorate degrees. (See Table 2.)

Table 1. Health Physics Degrees, 1998-2005

Year	Degrees		
	B.S.	M.S.	Ph.D.
2005	78	77	14
2004	54	64	14
2003	56	73	25
2002	41	76	20
2001	37	71	23
2000	33	79	24
1999	55	115	22
1998	51	118	26

The data reflect the 2002 update of the survey universe of health physics programs.

Table 2. Health Physics Degrees by Curriculum, 2005

Curriculum	B.S.	M.S.	Ph.D.
Health Physics Program	73	50	10
Medical Health Physics	1	20	2
Other Health Physics Option	4	7	2

ENROLLMENTS AND SHORT-TERM OUTLOOK FOR DEGREE TRENDS

Undergraduate Students. In 2005, the enrollment of junior and senior undergraduate students was 15% higher than in 2004 and is the third year in a row with an increase (since the low in 2002). The continuing increases in undergraduate enrollment generated the increase in the number of B.S. degrees in 2005, and indicate that the number of B.S. degrees is likely to increase at least for the next couple of years.

Graduate Students. In 2005, the enrollment of graduate students also increased for the third year and was 15% higher than graduate enrollments in 2004. The continuing increases in graduate enrollment have resulted in the increase in M.S. degrees granted in 2005, and indicate that the number of M.S. degrees should continue to increase for the next few years. It is also likely that the number of Ph.D. degrees will begin to increase in the next year or two.

CITIZENSHIP, GENDER, AND RACE/ETHNICITY OF DEGREE RECIPIENTS (TABLE 3.)

Citizenship. The vast majority of B.S. degree recipients were U.S. citizens. Among M.S. degree recipients, 30% were non-U.S. citizens; and for Ph.D. degree recipients, 36% were non-U.S. citizens. The higher percentages of non-U.S. citizens among graduate degree recipients is a continuation of a long-term trend common across graduate science academic programs.

Gender. Females comprised almost 40% of the B.S. degree recipients (for those with gender reported), almost 30% of the M.S. degree recipients, and 14% of the Ph.D. recipients.

Race/Ethnicity. Among the B.S. degree recipients, 19% of the U.S. citizens were members of minority groups (excluding the "other or unknown" group). Among the combined M.S.-plus-Ph.D. degree recipients, less than 10% of the U.S. citizens were members of minority groups.

Table 3. Citizenship, Gender, and Race/Ethnicity of Degree Recipients, 2005

	B.S.		M.S.		Ph.D.	
	Female	Male	Female	Male	Female	Male
Non-U.S. Citizens	2	1	7	16	0	5
U.S. Citizens						
African/Black Americans	2	0	1	2	0	0
American Indians/Native Americans	0	0	0	0	0	0
Asian/Pacific Island Americans	3	8	0	1	0	0
Hispanic Americans	0	0	0	0	1	0
White/Caucasian Americans	23	31	13	36	0	7
Other or Unknown	0	6	1	0	1	0
(not reported = 2 BS; 0 MS; & 0 PhD)						
Totals	30	46	22	55	2	12

Table 4. Health Physics Degrees, 2005, by Academic Institution

Name of Institution	State	Degrees, September 1, 2004 - August 31, 2005		
		B.S.	M.S.	Ph.D.
Bloomsburg University of Pennsylvania	PA	1	0	0
Clemson University	SC	0	2	0
Colorado State University	CO	0	4	2
Georgetown University	DC	0	2	0
Georgia Institute of Technology	GA	0	1	0
Idaho State University	ID	3	2	0
Illinois Institute of Technology	IL	0	10	0
Louisiana State University	LA	0	7	0
Massachusetts Institute of Technology	MA	0	1	0
Ohio State University	OH	0	3	0
Oregon State University	OR	6	2	1
Purdue University	IN	16	1	0
Rensselaer Polytechnic Institute	NY	7	0	2
San Diego State University	CA	0	3	0
Texas A&M University	TX	13	3	1
Thomas Edison State College	NJ	4	0	0
University of Cincinnati	OH	0	5	0
University of Florida	FL	0	0	0
University of Illinois at Urbana-Champaign	IL	3	1	0
University of Maine	ME	3	1	0
University of Massachusetts, Lowell	MA	3	4	2
University of Michigan	MI	8	9	2
University of Missouri, Columbia	MO	0	6	0
University of Nevada, Las Vegas	NV	2	4	0
University of New Mexico	NM	0	1	0
University of Tennessee	TN	7	2	0
University of Texas	TX	0	0	2
University of Utah	UT	0	3	2
Vanderbilt University	TN	0	0	0
Washington State University, Tri-Cities	WA	0	0	0
<i>Estimate for 1 nonresponding program</i>		2	0	0
TOTALS:		78	77	14

Prepared by: Analysis and Evaluation Group, Science and Engineering Education Program, Oak Ridge Institute for Science and Education, March 2006.

This document was produced under contract number DE-AC05-06OR23100 between the U.S. Department of Energy and Oak Ridge Associated Universities.

The **Oak Ridge Institute for Science and Education (ORISE)** is a U.S. Department of Energy institute focusing on scientific initiatives to research health risks from occupational hazards, assess environmental cleanup, respond to radiation medical emergencies, support national security and emergency preparedness, and educate the next generation of scientists. ORISE is managed by Oak Ridge Associated Universities.

All opinions expressed in this report are the author's and do not necessarily reflect the policies and views of the U.S. Nuclear Regulatory Commission, the U.S. Department of Energy, or the Oak Ridge Institute for Science and Education or any of their employees. Nor does it necessarily reflect the policies and views of the sponsoring institutions of Oak Ridge Associated Universities.
